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A COMBINED SECONDARY AND COLLEGE CURRICULUM

In the February *Journal of Political Economy* a Commission of the Association of Collegiate Schools of Business took the position that our schools of commerce might well give greater attention to the correlation of collegiate and secondary school work. The commission ventured the opinion that the time might not be far distant when it would be desirable to state collegiate graduation requirements in terms not of college work, but of the student's acquirements from the time of the seventh grade. This latter suggestion presumably had reference to the requirements for students who came to college from a junior-senior high school. The School of Commerce and Administration of the University of Chicago, following this suggestion, *accepts in general principle* the following graduation requirements as an alternative to its present requirements. Before adopting the details as set forth below it takes this means of seeking counsel from other schools of business. Inasmuch as this proposed alternative is fairly radical in character, it seems necessary to state the matter somewhat fully.

THE BACKGROUND OF THE PROPOSED CURRICULUM

These alternative requirements are directed toward the accomplishment of certain ends. They seek to secure:

1. As much unity and correlation as may be educationally justifiable in the entire secondary and collegiate program of the student. Since an essential prerequisite to any scheme of correlation is a working hypothesis of the ends sought in the business curriculum, the hypothesis of the school with respect to business education, as stated below on page 4, forms the background for the alternative requirements proposed.
2. Conformity with the proper goals of education in general. The staff of the school believes that when terms are broadly

conceived, there is no real conflict between so-called liberal education and so-called vocational education. It believes, furthermore, that preparation for activity in what the sociologist would call "the business group" is preparation for only one of the group relationships of life and that the collegiate school of business has some responsibility in connection with these other relationships.

3. Training in terms of functions rather than in terms of detailed subject-matter. So far as that is concerned, the present requirements of the School are upon this basis. The point is here raised merely to account for a certain attitude which will be found to display itself in the statement of the alternative requirements.
4. The conferring of the Bachelor's degree on the basis of attainment rather than in terms of years spent, or majors (semester hours) taken. The School recognizes, however, that we should not break too sharply with the traditions and academic measuring devices of the past. Therefore much of the measuring of attainment is done in the old terms of university majors, semester hours, entrance requirements, courses taken, etc. In other words this alternative program is nothing more than a transitional step.

As stated in the foregoing, any such plan should start with a hypothesis concerning the basic features of business education and concerning its relation to general education. It is true that training for participation in the "business group" must in itself be distinctly wide since the business group overlaps a very large number of the other group relationships in this life. Nevertheless, we recognize our obligation to give training which will be of help in other group relationships.

As related to the business group itself, the hypothesis in terms of which the School sets up this alternative curriculum may be stated as follows:

The business executive administers his business under conditions imposed by his environment, both physical and social. The student should accordingly have an understanding of the

physical environment. This justifies attention to the earth sciences. He should also have an understanding of the social environment and must accordingly give attention to civics, law, economics, social psychology, and other branches of the social sciences. His knowledge of environment should not be too abstract in character. It should be given practical content, and should be closely related to his knowledge of the internal problems of management. This may be accomplished through a range of courses dealing with business administration wherein the student may become acquainted with such matters as the measuring aids of control; the communicating aids of control; organization policies and methods; the manager's relation to production, to labor, to finance, to technology, to risk-bearing, to the market, to social control, etc. Business is, after all, a pecuniarily organized scheme of gratifying human wants, and, properly understood, falls little short of being as broad, as inclusive, as life itself in its motives, aspirations, and social obligations. It falls little short of being as broad as all science in its technique. Training for the task of the business administrator must have breadth and depth comparable with those of the task.

Stating the matter in another way, the modern business administrator is essentially a solver of business problems—problems of business policy, of organization, and of operation. These problems, great in number and broad in scope, divide themselves into certain type groups, and in each type group there are certain classes of obstacles to be overcome, as well as certain aids, or materials of solution.

If these problems are arranged (1) to show the significance of the organizing and administrative, or control activities of the modern responsible manager, and (2) to indicate appropriate fields of training, the following diagram (which disregards much overlapping and interacting) results. It sets forth the present hypothesis of the School of Commerce and Administration concerning the basic elements of the business curriculum.

BASIC ELEMENTS OF THE BUSINESS CURRICULUM

Control	<ul style="list-style-type: none"> Of problems of adjustment to physical environment <ul style="list-style-type: none"> a) The earth sciences b) The manager's relationship to these Of problems of technology <ul style="list-style-type: none"> a) Physics and other sciences as appropriate b) The manager's administration of production Of problems of finance <ul style="list-style-type: none"> a) The financial organization of society b) The manager's administration of finance Of problems connected with the market <ul style="list-style-type: none"> a) Market functions and market structure b) The manager's administration of marketing (including purchasing and traffic) Of problems of risk and risk-bearing <ul style="list-style-type: none"> a) The risk aspects of modern industrial society b) The manager's administration of risk-bearing Of problems of personnel <ul style="list-style-type: none"> a) The position of the worker in modern industrial society b) The manager's administration of personnel Of problems of adjustment to social environment. <ul style="list-style-type: none"> a) Historical background b) Socio-economic institutional life c) Business law and government
<ul style="list-style-type: none"> 1. Communicating aids of control, for example <ul style="list-style-type: none"> a) English b) Foreign language c) Shorthand and typewriting (for secretarial students) 2. Measuring aids of control, for example <ul style="list-style-type: none"> a) Mathematics b) Statistics and accounting 3. Standards and practices of control <ul style="list-style-type: none"> a) Psychology b) Organization policies and methods 	

ENTRANCE REQUIREMENTS

The School retains a formal system of entrance requirements not so much in a spirit of measuring what has been done in the past as in the spirit of using some administrative device to make possible an effective organization of the college classes. It seeks to draw these entrance requirements in such a way as to secure a considerable concentration and continuity in certain subjects. It does this primarily as a means of securing some guaranty of sustained training prior to the beginning of college work.

A student must offer for admission fifteen units of credit by examination or by certificate from an approved school from which he has been graduated with an average grade in academic subjects (English and groups 1-6; see next paragraph) higher than the passing mark of the school by at least 25 per cent of the difference between that mark and 100. Among these must be (a) three units of English, (b) a "principal group" of three or more units, and (c) a "secondary group" of two or more units. Of the fifteen units seven must be selected from the subjects named in the groups designated below; five may be selected from any subjects for which credit toward graduation is given by the approved school from which the student receives his diploma.

The principal and secondary groups offered may be selected from the following: (1) Greek, (2) Latin, (3) modern languages other than English, (4) history, civics, economics, and commercial law, (5) mathematics, (6) physics, chemistry, botany, zoölogy, general science, general biology, physiology, physiography, commercial geography, geology, astronomy. To form a language group the units must be all in one language. In other groups any combination of subjects may be made. Credit is not given for less than 1 unit each in algebra, plane geometry, physics, chemistry, or a language. Less than one-half a unit in any subject is not accepted. Entrance with conditions is not permitted and the University reserves the right to refuse admission to any student whose preparatory work was of such grade as to create doubt of his ability to pursue college work successfully.

The following is a summary of these admission requirements:

Three units of English

Three (or more) units in a single group, 1-6 above

Two (or more) units in another single group, 1-6 above

Two (or less) units in subjects selected from any of the groups, 1-6

(Total ten units in English and groups 1-6 above)

Five units selected from any subject accepted by an approved school for its diploma

Students twenty or more years of age who have had less than the fifteen units called for in the foregoing or who have not made

the distribution of units which is required, may be admitted provided they pass an entrance psychological test with a rating which would place them in the upper half of the entering Freshman class.

GRADUATION REQUIREMENTS

I. In these alternative graduation requirements there is no requirement of a fixed number of college hours or college years beyond the following:

1. There is a minimum residence requirement of six quarters in the School. This requirement is designed to provide sufficient contact with the student to enable the School to feel justified in making recommendation for the Bachelor's degree.
2. Certain specific performances are to be accomplished in the School of Commerce and Administration of the University of Chicago. These include the satisfactory passing of the course in business policies (a final summary view of the entire business curriculum); a graduation thesis which may not be upon a narrow subject but must be upon a subject which reaches into a considerable portion of the functional fields of the curriculum; a graduation examination which will reach back over the whole business curriculum, without reference to whether the work has been taken in secondary school or college.

II. The student is expected to meet at some time in his academic career certain minimum requirements in the outstanding functional fields sketched on page 4. Since we have at present no other very satisfactory units of measurement, these requirements for the present are sketched in terms of standard academic measurements, the high-school unit and the college major. (For purposes of comparison 1 unit=2 majors; 1 major=3 semester hours.)

Since the School has hypotheses concerning the levels at which certain types of courses may appropriately be taken, it indicates by the numbers in parentheses after each topic the earliest level at which such work may be taken and presented as meeting the requirements of this curriculum. The symbol (1)

means that the material may appropriately be presented in the present four-year high school and of course in the reorganized junior-senior high school as well; (2) means that the material is not now ordinarily presented in the four year high school in a manner which will meet the requirements of the School of Commerce and Administration but the School believes that the material could be satisfactorily presented in the fourth year of such a school and could certainly be presented in the reorganized senior high school; (3) means that the material may appropriately be presented in a reorganized senior high school; (4) means that the material should be presented with a degree of maturity appropriate for classes for Sophomores, Juniors, and Seniors in college; (5) means that the School is willing for the student to meet the requirement by outside or supervised activity rather than by formal classroom performance.

With the foregoing in mind, the requirements in the functional fields may be set forth as follows:

1. The manager's relationship to his physical environment. This may be met by courses in economic and commercial geography and in the geography of North America to the extent of two majors (2).
2. The manager's relationship to technology. This may be met by a course in introductory physics to the extent of one unit or two majors (1); a course in introductory chemistry to the extent of one unit or two majors (1); and by a course in factory management (4).
3. The manager's relationship to finance. This may be met by a one-major course in the financial organization of society (3), and by a one-major course in the manager's administration of finance (4).
4. The manager's relationship to the market. This may be met by a one-major survey of market functions and market structures (3), and by a one-major survey of the manager's administration of the market (4).
5. The manager's relationship to risk and risk-bearing. This may be met by a one-major survey of the field of risk and risk-bearing (3).

6. The manager's relationship to personnel. This may be met by a one-major survey of labor conditions and problems (3) and a one-major survey of the manager's administration of labor (4).
7. *The manager's relationship to his social environment:* This may be met by
 - a) A survey of American history, one unit or two majors (2).
 - b) A survey of the historical development of our socio-economic institutions. This includes a one-major survey of the economic history of the United States (2), and a one-major survey of the development of social and political philosophy (4).
 - c) A survey of our socio-institutional life and of social control. This includes a one-major survey of industrial society (2), a one-major survey of government and business (2), a one-major survey of social control of business activities (3), and a three-major survey of business law (4).
8. The manager's relationship to organization and administration:
 - a) Communicating aids. This may be met by three units of high-school English (1), by a one-major composition course (2 and 5), by another more advanced composition course (3 and 5), by a general survey course in business communication (3 and 5), and by study of some foreign language to the extent of two units or four majors (1 and 5). For secretarial students there should be added two majors of shorthand and typewriting (1 and 5).
 - b) Measuring aids. This may be met by two units or four majors of work in mathematics (1), and by a three-major survey of standards, records, and reports in business activity (3) which will cover the fields ordinarily presented in accounting and business statistics but will cover these fields from the point of view of their being instruments of control in the hands of the business executive.

- c) Policies and practices of organization and administration. This may be met by a one-major survey course in business management (2), by a one-major survey of business policies (4), and by a two-major survey of psychology (3).

III. There is a concentration or specialization requirement in which the student may choose either of the following alternatives:

1. Three additional majors in each of two of the fields indicated in 1 to 8 inclusive in II above (4).
2. Three additional majors in one of these fields (4) and three majors in special applications to particular kinds of businesses such as bank management, retail store management, etc. (4).

IV. There is a requirement of practice or contact work (to be arranged for individually) involving, as the minimum, employment during one quarter.

V. There is a distribution requirement of not less than nine majors (1, 2 and 3) designed to enrich the background on the basis of which business (or any other) judgments must be made, and to give the student a more vivid appreciation of group relationships which are not specifically business relationships. This requirement may be met by taking work in such fields as history, the biological sciences (particularly emphasizing the evolutionary outlook), astronomy, literature, anthropology, art, and music. The School will be more concerned with the way these subjects are presented than it will with specific subject-matter covered.

VI. Appropriate substitutions for individual courses may be arranged with the consent of the dean but substitution will be allowed only provided it makes for fuller and broader training.

SOME DATA TO BE USED IN MAKING COMPARISONS

An understanding of this alternative curriculum will be facilitated by making comparisons in terms of present standard academic subjects though it cannot be too strongly emphasized that the outlook of this alternative curriculum is not one of

slavish adherence to orthodox presentations. The following tabulation makes possible certain comparisons:

1. Total number of majors in the present combined four-year high-school plus four-year college course (one unit equals two majors)—66.
2. Total number of majors in a junior-senior high school course plus four-year college course, approximately—74 to 78, depending upon how credits are counted.
3. Number of majors in minimum requirements sketched above (not counting practice work, the thesis, and shorthand and typewriting)—63
4. Distribution of these majors in terms of orthodox subjects:

Science.....	6
English.....	9
Foreign language.....	4
Psychology.....	2
Philosophy.....	1
Mathematics.....	4
History, including economic history.....	3
Government and law.....	4
Economics.....	6
Accounting and statistics.....	3
Administration.....	6
Concentration requirement.....	6
Distribution requirement.....	9

5. Number of majors labeled (1), not counting distribution requirement, 18.
6. Number of majors labeled (2), not counting distribution requirement, 9.
7. Number of majors labeled (3), not counting distribution requirement, 12.
8. Number of majors labeled (4), not counting distribution requirement, 15.
9. Number of majors labeled (5), not counting shorthand and typewriting, 7.

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